



## **BIRTH THROUGH GRADE 3 POLICY FORUM: DEVELOPING STRATEGIC PATHWAYS TO COLLEGE AND CAREER SUCCESS**

**FRIDAY, MAY 16, 2014**

### **PRESENTERS AND FACILITATORS**

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#### **KEYNOTE ADDRESS**



#### **Ralph Smith**

Mr. Smith is the Senior Vice President of the Annie E. Casey Foundation. He also serves as the Managing Director for the Campaign for Grade Level Reading, a national effort to increase rates of third-grade reading proficiency especially for children from low-income families. From 1975 to 1997, he sat on the faculty of the Law School of the University of Pennsylvania, teaching corporate law, securities regulations, and education law and policy. He served on the boards of Leap Frog Enterprises, Inc., from 2005 to 2009 and Nobel Learning Communities, Inc., from 2007 to 2011. He also served on the boards of Venture Philanthropy Partners and the Center for Responsible Lending. Mr. Smith also has held a number of senior leadership positions for the School District of Philadelphia, including chief of staff, senior consultant, and special counsel. He received his undergraduate degree from Loyola University of Los Angeles, a JD from the University of California, and served as a teaching fellow and LLM/SJD candidate at Harvard University.

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#### **OPENING REMARKS**

#### **Thomas L. Weber**

Thomas L. Weber was appointed as the Commissioner of Early Education and Care in September 2013. Prior to his appointment, he served as Undersecretary in the Massachusetts Executive Office of Education, where he oversaw budget and finance, legal, legislative affairs, information technology, policy, communications, and general administration in furtherance of Governor Patrick's education agenda. He also served as the Secretary of Education's principal advisor for issues related to early education and care as well as his designee to the Board of Early Education and Care. Additionally, he

was responsible for formulating and implementing strategies leading to the Achievement Gap Law of 2010 and the community college reforms of 2012. Previously, he worked as Legislative Director at Strategies for Children/The Early Education for All Campaign, Director of Community Partnerships at the Office of the Massachusetts Attorney General Thomas F. Reilly, Deputy Research Director at the Massachusetts Institute for a New Commonwealth, Assistant Director of Government Affairs at the Greater Boston Chamber of Commerce, and Senior Issues Manager at the Office of United State Senator John F. Kerry. He is a graduate of the College of the Holy Cross and Suffolk University Law School. Mr. Weber is a native of Lynn, MA and currently lives in Reading, MA with his wife, Sarah, and their two children.

### **Mitchell D. Chester**

Mitchell D. Chester, Ed.D. began serving as the Commissioner of Elementary and Secondary Education in May 2008. Dr. Chester began his career as an elementary school teacher in Connecticut, and later served as a middle school assistant principal and district curriculum coordinator. He oversaw curricular and instructional programs at the Connecticut State Department of Education, and in 1997, he was named the Executive Director for Accountability and Assessment for Philadelphia, where he headed the offices of Assessment, Research and Evaluation, Student and School Progress, and Pupil Information Services. In 2001, he was appointed as Senior Associate Superintendent for Policy and Accountability for the Ohio Department of Education, where he oversaw standards, assessments, accountability, policy development, and strategic planning. Dr. Chester has presented at national events regarding accountability, assessment, and teacher induction and retention strategies, and has served as a consultant to states and school districts regarding curriculum and instruction, teacher evaluation, student achievement, and assessment and accountability. Dr. Chester holds a doctorate in Administration, Planning, and Social Policy from Harvard University, as well as advanced degrees from the University of Connecticut and the University of Hartford. He and his wife Angela live with their son Nicholas in Winchester, MA.

### **Richard M. Freeland**

Richard M. Freeland, Ph.D. was appointed as the Commissioner of Higher Education in January 2009. Working with the Board of Higher Education, he is responsible for providing overall direction to public higher education in Massachusetts and helping shape state-level policies that maximize the benefits of higher education to the Commonwealth and its citizens. Dr. Freeland has spent his entire academic career in urban higher education. He served as the President of Northeastern University for ten years, from August 1996 to August 2006. As Assistant to the President of the University of Massachusetts in 1970, he focused on the development of a new campus in Boston. For the next 22 years, he was associated with University of Massachusetts Boston, serving as Assistant to the Chancellor, Director of Educational Planning, founding Dean of the College of Professional Studies, and Dean of the College of Arts and Sciences. Between 1992 and 1996, he served as the Vice Chancellor for Academic Affairs at the City University of New York, the country's largest urban system of public higher education. During 2006 - 2007, he was a Visiting Professor of Higher Education at Harvard's Graduate School of Education, and during 2007 - 2009, he was the Mosakowski Distinguished Professor of Higher Education at Clark University. He has also been a Visitor at the Harvard Business School. He received a bachelor's degree from Amherst College in 1963 and a doctorate from the University of Pennsylvania in 1969.

## **PANEL DISCUSSION: EFFECTIVE PRACTICES AND MODELS FOR INCREASING ALIGNMENT FROM BIRTH THROUGH GRADE 3**

### **Kristine Hazzard**

Kristine Hazzard joined the Berkshire United Way (BUW) in November 2007 as the Vice President of Community Impact, and became the President and Chief Executive Officer in July 2008. She has led the efforts of BUW to increase local community impact with broad community engagement, identification of priority community issues, and investment in evidence-based strategies and collective impact efforts to create sustained community change. She served as President and Chief Executive Officer of The Center for Women and Families of Eastern Fairfield County, Inc. from 1998 - 2007. During her tenure, she successfully transitioned the organization from a YWCA of the USA to an independent, locally controlled organization serving victims of domestic violence, sexual assault, and child abuse. She also worked for the City of Bridgeport, CT Health Department from 1989 - 1998 as the supervisor of School-Based Health Centers, and spent nine years planning, developing and managing 10 school-based health centers located in elementary and high schools. She has a Bachelor's degree in social welfare from Albright College in Reading, PA and a Master's degree in Social Work Administration from SUNY-Albany.

### **Dexter Johnson**

Dexter Johnson is the Senior Vice President of Operations and Chief Administrative Officer for the YMCA of Greater Springfield. Prior to joining the YMCA in Springfield, he served as a Regional Training Manager with YMCA of the USA in Chicago. He began his YMCA career 22 years ago in the youth development field with the Tampa YMCA. He has a Bachelor of Science degree in Human Services and a Master of Science in Organizational Management and Leadership from the School of Human Services at Springfield College. He has also served students as an adjunct faculty member for the last 10 years.

### **Alex Morse**

Mayor Alex Morse was born and raised in Holyoke and is a proud product of the city's public schools, having attended Morgan Elementary School, Peck Middle School, and Holyoke High School. Mayor Morse is an alumnus of Brown University with a degree in urban studies, becoming the first in his family to graduate from college. Prior to taking office, he was already invested in education efforts, meeting with visionary leaders in education reform such as Geoffrey Canada, founder of the Harlem Children's Zone, to learn how to replicate these innovative and intensive intervention programs in Holyoke, as well as an active member of Holyoke Unites, an initiative to achieve a 100% graduation rate in the Holyoke Public Schools. Since being sworn in as Mayor in 2012, he has made early literacy efforts a top priority, launching a city-wide campaign to increase 3<sup>rd</sup> grade reading scores, creating the City's first Early Literacy Coordinator, and leading the charge in the search for Holyoke's new Superintendent, Dr. Sergio Pérez.

### **Sergio Pérez**

Sergio Pérez, Ed.D. is the Superintendent of the Holyoke Public Schools, an urban district with over 5,700 students. Prior to serving as the Superintendent, he served as the Manager of English Language Learners and Supplemental Support Services in the Worcester Public Schools. He has his Masters

Degree in Education from Harvard University and a Doctoral degree in School Administration from Boston College. He provides consultation to the government of Colombia and Spain in educational issues, and has taught at the college level for the last 8 years. His professional focus is the research of social issues and its impact in education. He is devoted to improving current educational systems, particularly diminishing the academic gap that historically exists among different groups of students in this country. He believes that education is the biggest equalizer, and that preparing our future citizens in the 21<sup>st</sup> century is a must.

### **Jason Sachs**

Jason Sachs, Ed.D. joined the Boston Public Schools (BPS) as the Director of Early Childhood Education in 2005 to oversee the expansion of kindergarten–grade 1 (K-1) classes and coordinate kindergarten and preschool programs for three-, four-, and five-year-olds. Dr. Sachs has led an effort to deliver a universal high-quality system of early childhood programs for the BPS, including the successful implementation of the K-1 curriculum, a professional development system for teachers and principals, the expansion of National Association for the Education of Young Children (NAEYC)–accredited classrooms in Boston, and a comprehensive evaluation system of both classroom quality and child outcomes. He works closely with the community through his work with the Community Partnership Council. In May 2008, the Boston Association for the Education of Young Children presented Dr. Sachs the Community Outreach award, which recognizes an educator who has been able to establish relationships with community resources to support the achievement program goals. Previously, he worked in the Massachusetts Department of Education’s Early Learning Services division as a research and policy consultant, and was a board member of NAEYC. He graduated from the Los Angeles Unified School District, received his master’s degree from Tufts University, and obtained his doctorate from the Harvard Graduate School of Education.

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## **SMALL GROUP DISCUSSION SESSIONS**

### **BIRTH THROUGH GRADE 3 ASSESSMENT FRAMEWORK**

#### **Albert Wat**

Albert Wat is a Senior Policy Analyst in the Education Division of the National Governors Association Center for Best Practices, where he works on early childhood education issues from birth through third grade. Most recently, his work has focused on policies regarding literacy, data systems, learning standards, assessments, and alignment between early learning policies and practices and education reform initiatives, especially those in the early elementary years. Prior to joining the NGA, he was the Research Manager at Pre-K Now, an advocacy campaign at the Pew Center on the States, where he authored a number of policy reports, managed research activities for the initiative, and provided analysis and information about the latest pre-K and early education research and policy developments to Pre-K Now staff and its network of state partners. He began his career in education in schools and community-based organizations. He taught and worked in school reform nonprofits in the San Francisco Bay Area for four years before moving to Michigan and eventually, Washington DC, where he directed campus-based literacy organizations at the University of Michigan and Georgetown University, training college students to serve as literacy tutors to low-income children and families. He holds a bachelor’s degree in psychology and a master’s degree in education from Stanford University and a master’s in education policy from George Washington University.

## **Christian Hunt**

Christian Hunt serves as the Early Learning Director at Community Teamwork, Inc. in Lowell, MA. In this role, he oversees the Early Head Start/Head Start and child care programs. The program operates center based care for over 500 children and a home-based/parent training program for over 100 children. He has also been on the Board of Directors as the Treasurer for the Massachusetts Head Start Association for the past 3 years. He is an active member of the Head Start State Collaboration Office Advisory and is a member of the Massachusetts Association of Early Education and Care, the New England Head Start Association, and the National Head Start Association. His background includes work in special education as a teacher and administrator. He also worked for several years as the Professional Development Manager for the Massachusetts Association of C766 Approved Private Schools and created, developed and managed several professional development initiatives for the association. He graduated from Wheaton College with a degree in History and Education and with honors from Suffolk University with a Master of Public Administration. He also received a certificate from Boston University's Institute for Nonprofit Management and Leadership in 2013.

## **Terry O'Neill**

Mrs. O'Neill has 16 years of experience as an Early Childhood District Support Specialist for the Lowell Public Schools, and 15 years with various experiences in the early childhood field in the City of Lowell. Her area of expertise is early childhood development and working with children from birth through age 10, with a special focus on curriculum development, social emotional development, and parent education. She successfully completed the CAYL Early Educators Fellowship initiative.

**Jason Sachs** (please refer to page 4)

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## **BUILDING THE FOUNDATION FOR COLLEGE AND CAREER SUCCESS FOR CHILDREN FROM BIRTH THROUGH GRADE 3**

### **Saeyun D. Lee**

Saeyun D. Lee, Ph.D. is Massachusetts' state team leader for the National Governors Association policy academy – *Building a Foundation for Student Success: State Strategies to Improve Learning Outcomes from Early Childhood through 3<sup>rd</sup> Grade*. She is serving as the Senior Assistant Commissioner for Academic Affairs in the Massachusetts Department of Higher Education, and is supporting the development and implementation of initiatives to continually enhance the quality of the Commonwealth's public institutions of higher education and strengthen partnerships across the early education, K-12, and higher education sectors. She served as the Policy Director in the Massachusetts Executive Office of Education, and contributed to the development and implementation of statewide policies including the Achievement Gap Act of 2010, the Race to the Top – Early Learning Challenge plan, the Race to the Top K-12 plan, the Vision Project, and the Gateway Cities Education Agenda. She also served as a Research and Evaluation Specialist at The Education Alliance at Brown University, worked at the Boston Annenberg Challenge to support the implementation of reform initiatives in the Boston Public Schools, and served as an Assistant Dean of Admission at Wesleyan University in Middletown, CT. She graduated from Wesleyan University with a BA in philosophy and from the Harvard Graduate School of Education with an Ed.M. in Administration, Planning, and Social Policy. She earned her doctorate in education leadership and policy at Teachers College, Columbia University.

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## **EDUCATOR PREPARATION AND EFFECTIVENESS**

### **Winifred M. Hagan**

Winifred M. Hagan, Ed.D. is the Director for Educator Policy at the Massachusetts Department of Higher Education. She facilitated the Early Education to Higher Education Advisory Group, which provided significant recommendations in the efforts to codify educator preparation credentials for early educators in Massachusetts who have earned certifications and degrees that are aligned with EEC Core Competencies and Early Intervention qualifications. Her work encompasses collaborative efforts between all three education agencies in Massachusetts. She is on the state leadership team for the National Governors Association's Early Learning Policy Academy, and is a member of the MA Afterschool and Out-of-School Time Coordinating Council. She also represents the Department of Higher Education on the Child & Youth Readiness Cabinet and the Early Literacy Expert Panel. She is the Grant Director for the higher education component of the federal Improving Teacher Quality (ITQ) program, with a focus on early learning projects for birth to grade 3 educators. She earned a BS in Child Development at the University of New Hampshire and taught preschool, kindergarten and primary grade children for 15 years in Massachusetts, California, and New Hampshire. She earned a Master of Science degree in Family Studies from Wheelock College and a Doctorate of Education in Higher Education Administration from the University of Massachusetts Boston.

### **Carol Donnelly**

Carol Donnelly Ed.D., is a professor at Worcester State University currently serving as the Chair of the Education Department as well as managing the Early Education and Care program. She teaches courses in early literacy and inclusion, and has served on the MassTransfer Compact Committee and the Interagency Coordinating Council. She served as a kindergarten teacher, preschool teacher, and early childhood specialist in the P-12 sector before joining the faculty at Worcester State University. Dr. Donnelly is also the Project Director for the current Title II Part A Improving Teacher Quality Early Learning Project, a partnership between Worcester State University, the Worcester Public Schools, and multiple early childhood education organizations in the Worcester community.

### **Anne Douglass**

Anne Douglass, Ph.D. is an Assistant Professor in the College of Education and Human Development at the University of Massachusetts at Boston. She directs the Bachelor's degree program in Early Education and Care in Inclusive Settings, and the Post-Master's Certificate Program in Early Education Research, Policy, and Practice. Her research focuses on early childhood professional and workforce development, leadership, quality improvement, and family engagement.

### **Kate Finnegan**

Kate Finnegan M.Ed., is a Professor and Education Department Coordinator at Greenfield Community College. Her doctoral work is in educational leadership, teacher education and early childhood education. She has served as Faculty Liaison to Head Start and began her career as a special education and early childhood classroom teacher in Jamaica, West Indies through the Peace Corps. She serves as a Community Action board member, and she is also on the Head Start Policy Council in Franklin County.

## **Clarke Fowler**

Clarke Fowler, Ph.D. is the Interim Chair of the Department of Childhood Education and coordinator of Early Childhood Education at Salem State University. Prior to joining the faculty at the University in 1995, he taught preschool and kindergarten, worked as a family day care licenser in the Massachusetts Office for Children, and served as the administrative assistant to the Senate Chair of the Massachusetts Legislature's Joint Committee on Education. He is currently conducting research on both the extent and the impact of grade-level overlap between elementary and early childhood teaching licenses in the United States.

## **Raynold Lewis**

Raynold M. Lewis, Ph.D. is the Associate Dean of Education and Professor of Mathematics at Worcester State University. He began his tenure with a joint appointment as a faculty member in both the mathematics and education departments. Dr. Lewis has served as Chair of the Education Department and currently serves on the PARCC Campus Engagement Team. He recently led the development of a BS in Mathematics degree program at Worcester State University for elementary school teachers.

## **Charlene Mara**

Charlene Mara, M.Ed. is the President of the Massachusetts Community College Early Childhood Coordinators Association, serves on the Advisory Board for the Department of Early Education and Care, and has served as Co-Chair of the Department's Core Competency Committee. She is the Faculty Coordinator of the Early Childhood Program at Quinsigamond Community College. Over the past 30 years, she has been involved in the training of teachers in the Lab School at Quinsigamond, and she is a CAYL Fellow with experience in Head Start, School Age, and Community Partnership Programs.

## **Greg Nelson**

Greg Nelson, Ph.D. is a Professor of Early Childhood Education at Bridgewater State University, where he teaches in the Department of Elementary and Secondary Education and Department of Early Education and Care early childhood majors, having created the latter. He is a member of the Department of Early Education and Care Advisory and President of Massachusetts Association of Early Childhood Teacher Educators. He is an active contributor to the Model Curriculum project at the Department of Elementary and Secondary Education, the Preschool and Kindergarten Learning Experiences Revision project, the Departments of Early Education and Care and Higher Education Advisory, the Southeast Education Professionals Partnership, the Southeast Massachusetts Readiness Center, and the Boston Association for the Education of Young Children Old Colony chapter. He has spent the last 40 years as a classroom teacher, center owner and director, workshop presenter, author, early childhood consultant, university professor, and advocate for early childhood professional development reform.

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## **LOCAL LEADERSHIP AND CAPACITY**

### **Amy O'Leary**

Amy O'Leary is the Director of Early Education for All, a campaign of Strategies for Children, an advocacy and policy organization that works to ensure that children in Massachusetts have access to high-quality early education and become proficient readers by the end of the third grade. She joined the Early Education for All campaign in 2002 as the early childhood field director, and has also served as the Campaign's deputy director. Prior to joining this campaign, she worked as a preschool teacher and program director at Ellis Memorial and Eldredge House Inc. in Boston. In 2011, she was elected to the governing board of the National Association for the Education of Young Children. She is a member of the Children's Defense Fund Emerging Leader Fellowship, and serves on the adjunct faculty at Quinsigamond Community College and Wheelock College. In addition, she presents at national, state and local conferences and provides technical assistance to advocates and legislators in other states. She earned a Master in Public Administration degree from the Sawyer School of Management at Suffolk University and holds a bachelor's degree in psychology and early education from Skidmore College.

**Kristine Hazzard** (please refer to page 3)

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## **MASSACHUSETTS KINDERGARTEN ENTRY ASSESSMENT**

### **Betsy Edes**

Betsy Edes recently joined the Massachusetts Department of Early Education and Care as an Early Education Coordinator. Her work is focused on building birth through third grade alignment and implementing the Massachusetts Kindergarten Entry Assessment. Prior to joining the EEC team, she managed out-of-school time programs in California, and worked with school districts to ensure high-quality academic and enrichment programming that supported student growth across all essential competencies and engaged families in the school community and their students' learning process.

### **Gabrielle Abrams**

Gabrielle Abrams is currently the Executive Director of Primary and Elementary Education for the Marlborough Public Schools. Her professional experience has spanned the entire PK-12 spectrum, having previously served as an intermediate elementary and middle school classroom teacher, assistant principal at the high school level, middle school principal, and now in a district wide capacity with a focus on our youngest learners and the educators who serve them. She has been the point person for the school district's implementation of the Massachusetts Kindergarten Entry Assessment initiative, and has worked with kindergarten teachers as part of cohort 2 and with our Early Childhood Center educators as part of a Teaching Strategies Gold pilot. She is committed to the mission of the Massachusetts Kindergarten Entry Assessment as it pertains to the moment to moment brilliance that effective early educators exhibit every day in their work to be most responsive to the learning and needs right in front of them.



## **Barbara Black**

Barbara Black is the Early Childhood Coordinator in the Northampton Public Schools. She holds a Masters degree in Early Childhood Education from Bank Street College of Education and has been working in the early education and care world for 40 years. She has been a child care teacher, director, and public school administrator and has worked on early childhood policy issues and advocated for children and families throughout her career.

## **Donna Dankner**

Donna Dankner is the principal at Green Meadow School in the Maynard Public Schools and has a wealth of experience working in early and primary education. She has held a myriad of roles with various districts and holds degrees in Administration, Curriculum and Literacy, and Early Childhood Education. She is a National Board certified teacher, has taught at all primary grade levels, and has 12 years of experience as a principal. In addition, she has been a Title I Director, a Literacy Specialist and Coordinator, an Early Childhood Director, and has authored a wide variety of grants. She currently leads the Massachusetts Kindergarten Entry Assessment team for her district, and has supported the Maynard Kindergarten and Preschool teams in successfully implementing this initiative.

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## **PRESCHOOL SOCIAL AND EMOTIONAL LEARNING STANDARDS**

### **Mary Jane Crotty**

Mary Jane Crotty is the Coordinator of Learning Support Programs for the Massachusetts Department of Elementary and Secondary Education and is a member of the National Governors Association Policy Academy state team. She has worked in early childhood education for more than thirty five years as a teacher and administrator. She spent twenty years as a principal and Director of Early Childhood for a Connecticut urban school district. Using multiple funding streams, she was able to develop and support a comprehensive early childhood and family support system for the children and families of the economically and ethnically diverse community. In her current role, she is working to support quality early education experiences for children and encouraging smooth transitions and consistent approaches in the birth to grade e continuum. She received her bachelor's degree in Early Childhood Education from University of Connecticut, a master's degree in Elementary Education from Eastern Connecticut State University, and her Educational Leadership certificate from the University of Connecticut.

### **Stephanie Jones**

Stephanie M. Jones, Ph.D. is an associate professor at the Harvard Graduate School of Education. She is a developmental psychologist whose work focuses on the longitudinal effects of poverty and exposure to violence on social and emotional development in early childhood and adolescence. In addition, she conducts evaluation research focusing on the developmental impact of school-based interventions targeting children's executive functioning, self-regulation, their broad social-emotional skills and aggressive behavior, as well as basic academic skills. She is a Principal Investigator of a multi-year evaluation of the 4Rs Program, a universal school-based intervention designed to integrate social-emotional learning and literacy development, funded by the National Institute of Mental Health, the Institute for Education Sciences at the U.S. Department of Education, as well as by the William T. Grant Foundation. Currently she is leading a program development project focused on building and evaluating a school-based behaviorally focused curriculum targeting children's self-regulation and executive

functions for grades Pre-K through 5<sup>th</sup> grade. She received her doctorate in developmental psychology from Yale University, where she trained with Edward Zigler.

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## **PROVISION OF COMPREHENSIVE SUPPORT SERVICES FOR CHILDREN AND FAMILIES**

### **Abby R. Weiss**

Abby R. Weiss is currently a consultant to the Massachusetts Executive Office of Education. From 2011 until early 2014, she served as the Manager of the Massachusetts Child and Youth Readiness Cabinet, which is co-chaired by the Secretaries of Education and Health and Human Services. Her responsibilities included driving the agenda and work of the Readiness Cabinet; engaging the Governor's Cabinet Secretaries and agency Commissioners in strategic policy discussions focused on closing achievement gaps; and working closely with school district leadership in five high-poverty communities to develop strategies for coordinating and aligning state agency resources in order to improve outcomes for children and their families. She also served as the Secretary of Education's designee to the Board of Early Education and Care. In addition to her work at the Executive Office of Education, she serves as the Project Director of the Education Redesign Lab at the Harvard Graduate School of Education, and is working with former Secretary of Education Paul Reville to establishing a center focused on reimagining a 21<sup>st</sup> century education system. Prior to working in state government, she served as the Executive Director of the Full-service Schools Roundtable from 2007 until October 2011. From 2005 to 2007, she was a Project Manager at Harvard Family Research Project, where she managed family involvement research and activities. She also served as the Associate Director of the Institute for Responsive Education in Boston, where she managed projects that promoted family-school-community partnerships. She received her master's degree from the Harvard Graduate School of Education and her BA from Brown University.

### **Barbara Allard**

Barbara Allard is the Director of Early Childhood and the Wrap-Around Zone Coordinator for the Fall River Public Schools. She is also the Coordinator for the Coordinated Family and Community Engagement Program for the Fall River, Westport and Somerset communities. She is also a member of the Office of Instruction for the district and supports schools as a School Review Partner. She has worked for the Fall River Public Schools for the last 29 years, and her current roles and responsibilities include the coordination of all early childhood programs, grants and staff that provide high-quality preschool programs; family literacy educational playgroups; child development support; parent education; and referrals for families in need of information, community resources, and/or services. She also works with families, community partners, and schools to promote collaboration in supporting social/emotional learning, and initiatives that promote student achievement. She has a Master's Degree from Framingham State College in Education.

### **Megan Harding**

Megan Harding is the Full Service Community Schools Manager at the Holyoke Public Schools. The school district is utilizing its Full Service Community School strategy to address unacceptably low reading proficiency rates in the city through the Holyoke Early Literacy Initiative. This initiative is a city-wide movement of public school, early childhood, and out-of-school-time educators as well as family service providers, funders, and local colleges and universities working together on an early

literacy strategy by targeting attendance in grades K-3, kindergarten readiness, family engagement, and instruction both inside and outside of the classroom. Before managing Full Service Community School efforts, she worked as a therapist and school social worker in the Holyoke Public Schools and a community organizer and program manager within the San Francisco school system. She is also an adjunct professor and Community Practice Advisor at the Smith School for Social Work.

### **Robert Kilkenny**

Robert Kilkenny is the Founder and Executive Director of the Alliance for Inclusion and Prevention. He has decades of experience in children's mental health, with particular attention to troubled and delinquent youth. In the 1970s, he founded and directed a private school and residential treatment center for emotionally disturbed and delinquent adolescents in Vermont, and has worked as a consultant to private therapeutic day schools and hospitals. He has held research and teaching appointments at Harvard University and Dartmouth College, and is the editor of numerous books on adolescent identity development among ethnic subgroups, including African American, Latino American, Asian American, Muslim American, and Multiracial American adolescents. He has given many presentations, both locally and nationally, on ways to integrate school-based mental health, special education, evidence-based therapies, school-community partnerships, and prevention programming for at-risk urban youth. He is a founding member of the Boston Full-Service Schools Roundtable.

### **Emily York McConarty**

Emily York McConarty joined Communities In Schools as the Program Director in Boston in December 2011. Prior to working at Communities In Schools, she held supervision and management positions at City Connects, the Catholic Charities' Healthy Families Program, and Friends of the Children – Boston. Additionally, she participates in advisory boards for the Dudley Street Neighborhood Initiative's Dudley Children Thrive and Higher Ground – Boston's Early Childhood Committee, and also as a member of the Boston School-Based Mental Health Collaborative and the Boston Youth Transitions Task Force. She is dedicated to working collaboratively with children, families, school communities, community partners, and other stakeholders to strengthen Boston's neighborhoods.

### **Lizoette Young**

Lizoette Young is a social worker with a bachelor's degree in Multidisciplinary Studies, and she is currently working on a master's degree in Mental Health Counseling. She works as the School Liaison at the Lawrence/Methuen Community Coalition. She was born in Puerto Rico and raised in Lawrence, and her vast experience includes working with the Latino population in both school and mental health settings. Through arduous and continuous engagement, she continues to support her community by working with individual families and school and district personnel to identify existing resources and supports as well as service gaps in areas of identified need.

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